

# MRS. SPIELMANN'S 2ND GRA

## Lesson Plans for Week of Sept. 1-

	<b>DOL,Flag, Attendance</b>	<b><u>Specials</u></b>
	<b><u>8:30-8:45</u></b>	<b><u>8:45-9:45</u></b>
	Flag Pledge, Lunch Count,	<b>8:45- 9:15 - PE</b>
M	Attendance, Daily Oral Lang.	<b>9:20-9:50 - Art</b>
O	<b>Spelling: Short vowels: a,e,u</b>	
N	<b>Challenge words in dict. Sentence</b>	
D	<b>Phonics Charts-# 5-6 titled:</b>	
A	<b>Quiet Morning; My Snake</b>	
Y	<b>Flash Card Drill of Sight Words</b>	
	<b>Oral Language Skills</b>	
	<b>Character Education word:</b>	
	<b>Responsibility</b>	
	<b><u>8:30-8:45</u></b>	<b><u>8:45-9:45</u></b>
T	Flag Pledge, Lunch Count,	<b>8:45-9:15 - Music</b>
U	Attendance, Daily Oral Lang.	<b>9:15-9:50 - Library/Counseling</b>
E	<b>Spelling: Short Vowels: a,e,u</b>	
S	<b>Challenge words in dict. Sentence</b>	
D	<b>Phonics Chart - #5-6 Titled:</b>	
A	<b>Quiet Morning; My Snake</b>	
Y	<b>Flash Card Drill of Sight Words</b>	
	<b>Character Education word:</b>	
	<b>Responsibility</b>	
W	<b><u>8:30-8:45</u></b>	<b><u>8:45-9:45</u></b>
E	Flag Pledge, Lunch Count,	<b>8:45-9:15 - PE</b>
D	Attendance, Daily Oral Lang.	<b>9:20-9:50 - Art</b>
N	<b>Spelling:Short Vowels: a,e,u</b>	
E	<b>Challenge words in dict. Sentence</b>	
	<b>Phonics Chart -#5-6 titled:</b>	
D	<b>Quiet Morning; My Snake</b>	
A	<b>Flash Card Drill of Sight Words</b>	
Y	<b>Character Education word:</b>	
	<b>Responsibility</b>	
	<b><u>8:30-8:45</u></b>	<b><u>8:40-9:45</u></b>
T	Flag Pledge, Lunch Count,	<b>8:45-9:15 - Music</b>
H	Attendance, Daily Oral Lang.	<b>9:20-9:50- Library/Counseling</b>
U	<b>Spelling-Short Vowels a,e,u</b>	
R	<b>Challenge words in dict. Sentence</b>	
S	<b>Phonics Chart #5-6 Titled:</b>	
D	<b>Quiet Morning; My Snake</b>	
A	<b>Flash Card Drill of Sight Words</b>	
Y	<b>Character Education word:</b>	
	<b>Responsibility</b>	
	<b>8:30-8:45</b>	<b><u>8:40-9:45</u></b>
	Flag Pledge, Lunch Count,	<b>8:45-9:15 - PE</b>





GRADE

-5, 2014

<u>Guided Reading</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:30</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Guided Reading & Conferencing	Exploring		10 minutes	
Oral & Silent Reading: <b>Surprise for Ben and Sooty; Lucy and Billy</b>	Hundred's Chart; Clocks		number routines	
Students will review information on KWL; finish a story map; Genre study & Guided Rdg. Group	Classroom Routines and Ten-Minute Math activities			
<b>DAILY 5:</b> Read to Self; Read to Someone; Listen to Reading; Word Works; Work on Writing and CAFE Components			Standards:	
<b>RL.2.1, .2,2.3..4,5</b>	<b>M1, M2 Standards</b>		<b>M5-M6</b>	
			<b>T1, T2</b>	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:00</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Guided Reading & Conferencing	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Oral & Silent Rdg: <b>A Pot That Fits Lots of Dogs</b>	Cover and count and also building Cubes		10 minutes	
Story Plot, major and minor characters; settings, sequence events, predict author's message	Ten-Minute Math		number routines	
<b>DAILY 5:</b> Read to Self; Read to Someone; Listen to Reading; Word Works; Work on Writing & CAFE			Standards:	
	<b>M5-M6 Standards</b>		<b>M5-M6</b>	
	<b>T1, T2 Standards</b>		<b>T1, T2</b>	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:00</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Guided Reading & Oral Rdg. <b>Ben and Sooty; Lucy and Billy</b>	Guess numbers on the number line		10 minutes	
Events, predict author's message the narrative & intended audience			number routines	
Describe how setting is conveyed & similarities. <b>DAILY 5:</b> Read to Self; Read to Someone; Listen to Reading; Word Works, Work on Writing & CAFE Component	Ten-Minute Math		Standards:	
	<b>M1, M2 Standards</b>		<b>M5-M6</b>	
	<b>M5-M6 Standards</b>		<b>T1, T2</b>	
	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:00</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Oral & Silent Reading: <b>A Pet That Fits; Lots of Dogs</b>	Counting sets of up to 60 objects		10- minute	
Write about how to compare this story to another story. Discuss the author's message of the story.			number routines	
<b>Centers:</b> Spelling, Writing, rhyme listening, computers, poetry charts, Listening Center, phonics, grammar center.	Ten-Minute Math		Standards:	
	<b>M1, M2 Standards</b>		<b>M5-M6</b>	
	<b>M5-M6 Standards</b>		<b>T1, T2</b>	
<u>10:00-11:00</u>	<u>Math</u>	<u>Recess</u>	<u>Math</u>	<u>Lunch</u>
<u>10:00-11:00</u>	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35
Oral & Silent Reading of:	11:30-11:40	11:35-11:50	11:55-12:05	12:05-12:35

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<b>SuccessMaker</b>	<b>MATH (M5,M6, T1,T2)</b>	<b><u>Recess</u></b>	<b><u>Creat.Writ.</u></b>
<b>12:55-1:15</b>	<b>1:15-2:00</b>	<b>2:00-2:15</b>	<b>2:15-2:30</b>
	Pg. 13-14 Students will be		Students
Self-paced	working on Ten Cubes and Time		will be
interactive	describe arrangements of ten cubes		composing
courseware	5students will solve problems		various
in content	from connecting the cubes		stories to
areas of reading and math	<b>Problem of the Day.</b>		enhance
in the computer lab.	<b>Mad Minute Tests; CGI Problems</b>		the import.
	<b>Flash card drill of add. Facts</b>		of learning
	<b>Students will use algebra</b>		writing
	<b>concepts to solve equations.</b>		skills.
<b>SuccessMaker</b>	<b><u>Math (M5,M6, T1, T2)</u></b>	<b><u>Recess</u></b>	<b><u>Creat.Writ.</u></b>
<b>12:55-1:15</b>	<b>1:15-2:00</b>	<b>2:00-2:15</b>	<b>Students</b>
	Pg. 15-16 Studentts will be		will be
Self-paced	working with counting cubes		composing
interactive	and pattern blocks		various
courseware	work with connecting cubes		stories to
in content	<b>Problem of the Day. Mad</b>		enhance
areas of reading and math	<b>Minute Tests. Flash card drill</b>		the import.
in the computer lab.	<b>of addition facts. CGI Solve</b>		of learning
	<b>everyday problems in math.</b>		writing
<b>SuccessMaker</b>	<b><u>Math(M5,M6, T1, T2)</u></b>	<b><u>Recess</u></b>	<b><u>Creat.Writ.</u></b>
<b>12:55-1:15</b>	<b>1:15-2:00</b>	<b>2:00-2:15</b>	<b>Students</b>
	Pg.17-18 Students will be		will be
Self-paced	working with the number line		composing
interactive	to focus on counting		various
courseware	and Guess My Number		stories to
in content	<b>of the Day. Mad Minute Tests.</b>		enhance
areas of reading and math	<b>Flash card drill of addi. Facts.</b>		the import.
in the computer lab.	<b>Students will understand</b>		of learning
	<b>place value. CGI problems</b>		writing
<b>SuccessMaker</b>	<b><u>Math (M5, M6, T1, T2)</u></b>	<b><u>Recess</u></b>	<b><u>Creat.Writ.</u></b>
<b>12:55-1:15</b>	<b>1:15-2:00</b>	<b>2:00-2:15</b>	<b>Students</b>
	Pg. 19-20. Students will be		will be
Self-paced	working with the number line		composing
interactive	and counting activities. Students		various
courseware	will compare number line & 100's		stories to
in content	<b>Problem of the Day.</b>		enhance
areas of reading and math	<b>Mad Minute Tests. CGI Problems</b>		the import.
in the computer lab.	<b>Flash card drill of add. facts.</b>		of learning
	<b>Using problem solving skills</b>		writing
<b>Computer Projects</b>	<b><u>Math (M5, M6, T1, T2)</u></b>	<b><u>Recess</u></b>	<b><u>Creat.Writ.</u></b>
<b>12:55-1:15</b>	<b>1:15-2:00</b>	<b>2:00-2:15</b>	<b>Students</b>

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<u>RTI - (Response to Interventions)</u> <u>2:30-3:00</u> screening, progress monitoring data based decision making, standards based data driven & responsive to student needs	<u>Science /S.Studies Weekly Reader/JA</u> 2:45-3:25 Science-pg. B48-B66 Students will be learning about how animals grow and change  <u>Weekly Reader-</u> We will be learning about seasons and farm foods <a href="#"><u>Dismiss - 3:30</u></a>	
<u>RTI - (Response to Interventions)</u> <u>2:30-3:00</u> screening, progress monitoring data based decisions standards based data driven & responsive to student needs	<u>Social Studies - Pg 11-20</u> 3:00-3:25 Students will learn about how we live in a community and how we can help our community to be the very best.  <a href="#"><u>Dismiss - 3:30</u></a>	
<u>RTI - (Response to Interventions)</u> <u>2:30-3:00</u> screening, progress monitoring data based decision standards based data driven & responsive to student needs	<u>Weekly Reader- 2:45-3:25</u>  Students will learn about different kinds of animal habitats. Use Promethean Board for learning about animal habitats  <a href="#"><u>Dismiss - 3:30</u></a>	
<u>Shared Rdg./Spell. Rhyme Charts</u> <u>2:30-2:45</u> screening, progress monitoring data based decision standards based data driven & responsive to student needs	<u>Weekly Reader - 2:45-3:25</u> Students will make posters in small groups depicting all the ways we can be safe in preventing fires.       <a href="#"><u>Dismiss - 3:30</u></a>	
<u>Shared Rdg./Spell. Rhyme Charts</u>	<u>Weekly Reader-2:45-3:25</u> Students will be learning	

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